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How the "Fourth" Was Celebrated in 1911. By LEE F. HANMER. Dept. of Child Hygiene of the Russell Sage Foundation. Pp. 54. Price 10 cents.

This booklet is issued for the purpose of furthering the movement for a "sane Fourth." It is intended to serve as a stimulus and guide to those who desire to work a reform in the celebration of Independence Day in their communities by furnishing information concerning the accomplishments of other communities in the same direction. The booklet includes illustrated descriptions of typical sane celebrations, a list of typical state laws and city ordinances regulating the manufacture, sale, and use of explosives, and a collection of programs and suggestions. A list of other publications on the same subject by the Russell Sage Foundation is given at the end. This timely booklet should prove serviceable in the much-to-be-desired reformation of the dangerous and noisy Fourth.

F. N. F.

Mathematics in the Elementary Schools of the United States. International Commission on the Teaching of Mathematics: The American Report, Committees I and II. United States Bureau of Education, Bulletin, 1911, No. 13. Pp. 182.

The report includes: (a) Schematic survey of American educational institutions—their sequence and interrelation; (b) General survey of elementary schools:

- I. The aim and organization of the elementary schools;
 - II. The curriculum in mathematics in the elementary schools;
 - III. Examinations from the point of view of the schools;
 - IV. Method of instruction in arithmetic;
 - V. Training and qualification of teachers;
 - VI. Typical courses of study;
- (c) Special kinds of elementary schools.

The first five subdivisions under (b) above are considered again in more detail, first with respect to grades 1 to 6, and second for grades 7 and 8. The aim of the report is primarily to present present conditions and tendencies.

The standing of the members of the committees and subcommittees is sufficient guaranty of the character of the report. Every teacher and supervisor of elementary mathematics, as well as prospective teachers and supervisors, will find the report especially valuable. The following are of especial interest.

In 50 of the leading cities, 15.26 per cent of all of the school time is devoted to arithmetic. During the past fifteen years the arithmetic course has been curtailed and enriched in 38 per cent of these cities. Supervisors of mathematics are very rare. The possible attitude of the pupil toward arithmetic is being taken into account more than formerly. This is a time of transition from a method of direct instruction (telling) and drill to more rational methods. "The tendency is to reduce the amount of home study except possibly in the upper grades and in the direction of utilizing the class period either for instruction on new topics or for vigorous drill." The detailed discussion of the methods for grades 1 to 6 is by Professor Henry Suzzallo, Teachers College, Columbia University, and is taken from a more extended article which appeared in the *Teachers College Record* for March, 1911.

The following recommendations are made for the preparation of teachers of elementary mathematics:

"1. A foundation in subject matter as a basis for the professional study of mathematics should include a minimum of one-half year of high-school arithmetic, one year of algebra, and one year of geometry.

"2. Exclusive of all courses in psychology, pedagogy, principles of teaching, general method, and history of education, a minimum of one-half year of professional study of arithmetic should be required to include the following:

"A. The teaching of elementary mathematics—"Special Method."

(a) The special pedagogy of arithmetic.

1. The more elementary phases of the psychology of number.
2. Principles of general method applied to teaching arithmetic.
3. Educational values of arithmetic and the place of arithmetic in the general educational scheme.

(b) The organization of the general elementary school curriculum in arithmetic.

(c) Organization of typical units of subject-matter for presentation to appropriate grades.

(d) Development and writing of typical plans for teaching.

(e) The utilization of local and general economic studies for number applications.

(f) Observation and discussion of typical lessons in the grades showing concrete applications of the principles developed.

(g) The place of games and other recreational devices in grade number work.

"B. The historical development of the teaching of arithmetic, and the place and value of certain 'methods,' such as those of Pestalozzi and Grube."

In the report on special kinds of elementary schools there are some very interesting details concerning the actual arithmetic instruction in certain corporation industrial schools.

WALTER S. MONROE